

1. CALL TO ORDER

1.1. Imperial Valley Land Acknowledgement

For millennia, the Kumeyaay, Quechan and Cocopah people have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay, Quechan and Cocopah.

–Michael Miskwish, Kumeyaay Nation

1.2. Principles of Shared Governance

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

1.3. Welcome (Butler-Byrd)

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SENATE MEETING MINUTES (Fuller)

3.1. Senate meeting Minutes for 2/07/2023: https://senate.sdsu.edu/pages_senate

4. REPORTS

4.1. Imperial Valley Opening Remarks and Report (Núñez-Mchiri)

4.2. SEC Report (Butler-Byrd)

4.2.1. Senate Representative on the Cozen Title IX Review Committee

4.2.2. Gender Violence Blue Ribbon Taskforce

4.3. Senate Vice Chair Report (Vasquez)

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- 4.5. Senate Secretary Report (Fuller)**
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 - 4.5.2. Updated Senate Submission Instructions
- 4.6. Provost Report (Ochoa)**
 - 4.6.1. Spring 2023 Enrollment
 - 4.6.2. Update on Current Faculty Searches
 - 4.6.3. Completed Survey for Review of Deans
 - 4.6.4. RPT Evaluations Update
 - 4.6.5. April 5th Retreat for Faculty Hiring For Next Year
- 4.7. Vice President IT & Chief Information Officer Report (Sheehan)**
 - 4.7.1. PeopleSoft / my.SDSU transition
- 4.8. Associated Students President Report (Moore)**
- 4.9. Mission Valley Update (Madanat)**
- 4.10. College of Graduate Studies (Love)**
 - 4.10.1. Graduate Program Fee Waivers Update

5. RESOLUTION

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6.3. Faculty Affairs Committee (Abel-Mills)

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6.4. Staff Affairs Committee (Rehfuss)

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6.5. Graduate Council (Love)

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7.2. University Relations and Development (Vargas)

7.2.1. Philanthropy Report.....Page 34

8. ADJOURN

List Name	Card Name	Labels
ACADEMIC POLICY & PLANNING(AP&P)	20/21_08: Clarify PBAC Members & Election Process	SEC/Senate Processing (orange)
ACADEMIC POLICY & PLANNING(AP&P)	20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	21/22_04: Five-Year Review of Academic Administrators + Search Committees for University Administrators Bylaws	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	21/22_17: Review and Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff	In Committee (purple)
COMMITTEE ON COMMITTEES & ELECTIONS (CCE)	22/23_03: Academic Affairs Search Committee & URTP	In Committee (purple)
COMMITTEE ON COMMITTEES & ELECTIONS (CCE)	22/23_09: Review & Update Policies Related to Senator Committee Assignments	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	21/22_15: ASCSU Senate Representation	SEC/Senate Processing (orange)
CONSTITUTION & BYLAWS (CBL)	21/22_23: Update Committee Chair Policies	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	21/22_24: Ensure Shared Governance on Committees & Task Forces	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_13: Update Constitution 5.0	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_14: Revision to ByLaws 5.0 & 6.0++	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_15: Revision to Bylaws 7.1	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_16: Add Secretary to CCE and Chair to APP	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_18: Bylaws 11.0 and 13.0 Updates	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	22/23_19: Update Policy Language related to Committees	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_16: Senate Diversity Plan	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_22: Condemning Hostile Teaching Environments	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	22/23_08: Create ad hoc committee to draft University Senate DEI plan	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	20/21_02: Professors of Practice: Implications?	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	20/21_07: Faculty Responsibilities to Create a Diverse, Equitable Inclusive Classroom Environment.	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_20: Course Syllabi Policy File Revisions	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_27: Sabbatical policy and practice Review	SEC/Senate Processing (orange)
FACULTY AFFAIRS COMMITTEE (FAC)	22/23_05 Develop Guidelines for the Management of the Sabbatical Application & Review Process	In Committee (purple)
UNIVERSITY RESOURCES & PLANNING (URP)	22/23_17: Add Dean CGS to URP	In Committee (purple)
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_02: Review & Update Curriculum Changes, Undergraduate Bylaws & Flow Charts	Officers: Final Processing (blue)
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Requirement.	In Committee (purple)
Campus Development Committee	21/22_09: Naming Policies under the auspices of the Campus Development Committee	In Committee (purple)
Environment and Safety	20/21_03: Update Environmental & Safety Committee Charter.	In Committee (purple)
Environment and Safety	21/22_10: Smoking and Smudging Policy Bylaws and Updates	In Committee (purple)
Faculty Honors and Awards	20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award.	In Committee (purple)
Faculty Honors and Awards	22/23_10: Update Committee Charge and Clarify Responsibilities	In Committee (purple)
Freedom of Expression	20/21_01: Update policy on the use of shared SDSU digital resources.	In Committee (purple)
Freedom of Expression	21/22_11: Academic Freedom Policy Review.	In Committee (purple)
Graduate Council	21/22_07: Integrity in Research and Scholarship Bylaws Review	In Committee (purple)
Graduate Council	22/23_06: Update Policy File Language for Grad Students	In Committee (purple)
International Affairs Council	22/23_01: ACIP Representative & Meeting Payment	In Committee (purple)
International Affairs Council	22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students	In Committee (purple)
Instructional and Information Technology	21/22_08: Instructional and Information Technology Committee Bylaw Review and Update.	In Committee (purple)
Library	22/23_04: Review & Update Policies Regarding Material Gifts Valued at over \$20,000	In Committee (purple)
Staff Affairs	22/23_07: Charter a New "Staff Planning Committee"	In Committee (purple)
Staff Affairs	22/23_11: Create Policy Recommendation to include CSUEU Senate Representative	In Committee (purple)
Student Media Advisory	21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates	In Committee (purple)
Bookstore Advisory	22/23_12: Add Librarian to Bookstore Advisory	In Committee (purple)
Sustainability Committee	21/22_21: Review the Report on transit, sustainability, and student success	SEC/Senate Processing (orange)
Teacher Preparation Advisory Council	21/22_25: Teacher Preparation Advisory Council Bylaw Review and Update	SEC/Senate Processing (orange)
Tenure Track Planning (TTPC)	21/22_26: Tenure Track Planning Committee Bylaw Review & Implementation recommendations	In Committee (purple)
Undergraduate Council	21/22_14: Undergraduate Council Bylaw Review and Update	In Committee (purple)
Honorary Degree	22/23_20: Update Honorary Degrees Policy	In Committee (purple)

May 31, 2023

To: Senate Committee Chairs, Senate-Appointed Committee Chairs, SEC Members.
President's Cabinet, Chief of Staff, Chief Communications Officer, & AVP Enrollment
Services, University Registrar

From: Amanda Fuller, Senate Secretary

Re: Timely Submission of Information, Action, and other items for the University Senate's
Consideration

As we prepare for our shared governance activities for the 2023-24 Academic Year, please add the following Senate Executive Committee (SEC) and Senate meeting dates to your calendars, and please note the submission deadlines for SEC.

Tuesday	Thursday*	TIME	MEETING
8/22/23		2-4:30pm	SEC Meeting: submissions due 8/17/23
9/5/23	9/7/23	2-4:30pm	Senate Meeting
9/19/23		2-4:30pm	SEC Meeting: submissions due 9/14/23
10/3/23	10/5/23	2-4:30pm	Senate Meeting
10/24/23		2-4:30pm	SEC Meeting: submissions due 10/19/23
11/7/23	11/9/23	2-4:30pm	Senate Meeting
11/14/23		2-4:30pm	SEC Meeting: submissions due 11/9/23
12/5/23	12/7/23	2-4:30pm	Senate Meeting
Winter Break			
1/23/24		2-4:30pm	SEC Meeting: submissions due 1/18/24
2/6/24	2/8/24	2-4:30pm	Senate Meeting
2/20/24		2-4:30pm	SEC Meeting: submissions due 2/15/24
3/5/24	3/7/24	2-4:30pm	Senate Meeting
3/19/24		2-4:30pm	SEC Meeting: submissions due 3/18/24
4/2/24	4/4/24	2-4:30pm	Senate Meeting
4/30/24**		2-4:30pm	SEC Meeting: submissions due 4/25/24
5/7/24	5/9/24	2-4:30pm	Senate Meeting

**NOTE: The Senate meeting is scheduled for both the first Tuesday AND the first Thursday of each month. In the event that monthly Senate business concludes at the Tuesday meeting, the Thursday meeting shall be canceled.*

***Cycle starts a week later than expected out of respect for our colleagues that observe Passover. It was moved later, rather than earlier, since this is the last SEC meeting of the year, and it allows submitters more time to submit items for review.*

We will work with you to receive items beyond the SEC submission deadline for urgent issues. However, items that emerge between the SEC meeting and the Senate meeting should be submitted for the following SEC meeting. When there are items that require the Senate's immediate consideration, and submission deadlines cannot be followed, the agenda items may be considered with the support of $\frac{2}{3}$ of the voting members of the University Senate.

SDSU University Senate Resolution Condemning Gender-Based Violence and Supporting the Rights of Women and Other Vulnerable People

February 21, 2023

WHEREAS, the SDSU University Senate expresses grave concern about the [failure of the legal systems](#) in our city, state and nation to defend the bodily autonomy and rights of girls, women, transgender and all other people who have been or will be [sexually assaulted](#); and

WHEREAS, the Senate has raised serious questions and concerns about the [San Diego County District Attorney's office \(December 7\) decision to not file charges](#) against the former SDSU football players who allegedly sexually assaulted a 17-year old high school student on October 17, 2021; and

WHEREAS, the Senate questions the ability of [Title IX](#), as it is currently structured, to effect any real change in the dynamics and issues in our community that make it possible for gender-based violence to occur repeatedly without consequence, and make our campus unsafe for girls, women, transgender or other people who are vulnerable to sexual assault; and

WHEREAS, as this country [rolls back legislation](#) that protects the rights of women and other vulnerable groups in this country, be it therefore

RESOLVED, the SDSU University Senate reinforce our commitment to shared governance and the creation of a safe, welcoming campus environment for women and other marginalized individuals.

RESOLVED, that the SDSU University Senate support the establishment of a Gender-Based Violence Task Force with the following charge to:

- develop a set of critical goals and
- advise SDSU leadership in the development of a Gender-Based Violence Center and other practices devoted to effect real and lasting change on this campus and in our communities in order,
- create a safe, welcoming environment for those who are vulnerable to sexual assault, and
- address proactively the behaviors of those who would perpetrate sexual assault.

Authored by:

Satish Sharma
Nola Butler-Byrd

In consultation with:
Amanda Fuller (Secretary)
Marissa Vasquez (Vice-Chair)
Mark Wheeler (Parliamentarian)

Recommended for approval by the following Senators:

Nola Butler Byrd
Satish Sharma
Marissa Vasquez
Amanda Fuller
Roberto Hernández
Pam Lach
David Kamper

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
RE: ACTION: Course Prerequisites
DATE: February 6, 2023

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Academics, Course Prerequisites:

UNIVERSITY POLICIES: Academics

Course Prerequisites

- 1.0 Prerequisites for each course shall be stated in the Catalog course description. Students shall complete a course prerequisite or its equivalent before registering for the course. Students who have not completed the prerequisite shall notify the instructor by the end of the second week of class in order that the instructor may determine whether the student has completed the equivalent of the prerequisite. This policy shall be stated in the Class Schedule.
- 2.0 Each department or school shall review its courses and submit proposals to reaffirm, modify, or delete existing prerequisites or to add new prerequisites according to the following guidelines:
 - 2.1. Departments and schools shall clarify upon what basis the consent of the instructor is to be given if such consent is a course prerequisite.
 - 2.2. Departments and schools shall be aware that upper division and senior standing are determined solely on total number of units completed. Such standing shall not guarantee that prior coursework has been completed in the discipline.
 - 2.3. Departments and schools shall devise systems for monitoring the enforcement of their own prerequisites, such as requiring students to sign a statement indicating where and when prerequisites were completed and what grade was received.
 - 2.4. Departments and schools may use “strongly recommended” or “recommended” instead of “prerequisite.”
 - 2.5. **Students retain catalog rights with respect to prerequisites. Prerequisites added to a course in subsequent catalog years shall not be imposed on students with prior catalog rights.**

Rationale:

This change ensures that SDSU complies with Title V by honoring students' catalog rights. While students can be strongly encouraged to enroll in new prerequisites, changes in prerequisites cannot be retroactively applied to students.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
RE: ACTION: Transfer Students
DATE: February 6, 2023

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Academics, Transfer Students:

UNIVERSITY POLICIES: Academics

Transfer Students

1.0 General Education

1.1 Transfer with Certification

1.1.1. San Diego State University shall honor certification by California community colleges for General Education requirements to a maximum of 39 state-mandated General Education units as outlined in Title 5 of the California Code of Regulations.

1.1.2. Transfer students who have been certified for 39 units shall be required to complete an additional nine units of approved General Education courses at San Diego State University to comply with the Title 5 provision that at least nine units shall be earned at the campus granting the degree.

1.2 Transfer without Certification: Transfer students not receiving a 39-unit certification may receive General Education credit for baccalaureate courses taken at other institutions in two ways:

1.2.1. The transfer course shall appear on approved General Education course lists submitted to the CSU Chancellor and shall have been taken while included on the approved course list. This list shall include courses within Communication and Analytical Reasoning, Foundations, and Explorations in the San Diego State University General Education program.

1.2.2. The transfer course shall clearly satisfy the criteria for General Education courses as defined by Title 5 of the California Code of Regulations, Executive Order 1100-Revised (2017), and the appropriate section of the San Diego State University Curriculum Guide. Such determination shall be made by the Associate Vice President for Curriculum, Assessment and Accreditation. in consultation with the Committee on General Education.

2.0 California Articulation Number System:

Departments or schools may choose to participate with one or more courses in the California Articulation Number (CAN) system. Transfer courses bearing published CAN numbers the same as those published in the San Diego State University General Catalog shall be acceptable for all purposes in lieu of the SDSU courses, provided that the transfer courses be take: (a) after publication of the CAN number in the San Diego State University General Catalog, and (b) before publication of the San Diego State University General Catalog deleting CAN numbers for courses that SDSU departments or schools have withdrawn from the CAN system.

3.0 Choice of Catalog:

Students may select the General Education requirements in effect during the academic catalog year in which they entered San Diego State University, another campus in the system, or a California community college, even if they declare or change their major in a later year. All other requirements (including GE, **premajor and impaction criteria, course prerequisites, and accepted articulation arrangements**) shall continue to be governed by the catalog in effect in the academic year in which students declare or change their major, or in the academic year in which they graduate. This option shall apply only to students who maintain continuous enrollment either: (a) solely at San Diego State University, or (b) at San Diego State University and a California Community College or another CSU campus.

Rationale:

This change ensures the protection of transfer students' catalog rights. Per Title V, articulation agreements, impaction criteria, premajor requirements, and course prerequisites must be honored for continuing students.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
RE: ACTION: Courses Not Offered in Two Years, Undergraduate
DATE: February 6, 2023

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Academics, Courses Not Offered in Two Years, Undergraduate:

UNIVERSITY POLICIES: Academics

Courses Not Offered in Two Years, Undergraduate

- 1.0 Each year the Associate Vice President for Enrollment or designee (or other administrative officer who shall coordinate the curricular process) shall identify the courses not offered during the past two years and shall inform each department or school that failure to offer the courses within the next academic year shall subject the courses to deletion from the Catalog. A course not offered during that third year shall be deleted **by the Office of Curriculum, Assessment, and Accreditation.**
- 2.0 **Reinstatement of Deleted Courses:** For up to three years after the deletion of an undergraduate course by the Undergraduate Curriculum Committee the course (same number, title, credit, units, prerequisites, Catalog description) may be reinstated.
 - 2.1. The academic department, school, or program shall forward to the dean of the college a completed Course Reinstatement form.
 - 2.2. If the dean approves the request, the form shall be forwarded to the Office of the Provost or inclusion in the next General Catalog; however, a reinstated course may be listed in the Class Schedule and taught prior to the publication of that catalog.
 - 2.3. The department, school, or program shall teach the reinstated course within two semesters of the submission of the Course Reinstatement form. Failure to do so shall result in a second deletion of the course from the curriculum; courses thus deleted shall be restored to the curriculum only through the process to approve new courses.

Rationale:

Prior to the introduction of Curriculog, deletions to the paper catalog were made as editorial changes by the office of Curriculum. Each year, 60-80 courses are deactivated, typically in the summer. In addition, all programs served by those courses are also adjusted to reflect the course

deactivations. However, Curriculog requires a formal course deactivation process to both the course being removed from the catalog as well as program modifications for each program using that course. Rather than require faculty to enter the deactivation requests and corresponding program modifications, the office of Curriculum, Assessment and Accreditation (CAA) will manage deactivations and modifications in Curriculog.

Specifically, CAA will provide department chairs the list of courses on the three-year deactivation list, as is practice. CAA will deactivate courses and initiate program modifications through Curriculog only after receiving confirmation from chairs that courses should be deactivated. This updated policy reflects the new technical process.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
RE: ACTION: SDSU Imperial Valley: Curriculum and Academic Policy
DATE: February 6, 2023

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Academics, SDSU Imperial Valley: Curriculum and Academic Policy:

UNIVERSITY POLICIES: Academics

SDSU Imperial Valley: Curriculum and Academic Policy

- 1.0 An SDSU Imperial Valley Admissions Board shall have authority to apply principles acceptable to the San Diego State Enrollment Services Board in admitting special applicants, especially in regard to Title 5, sec. 50801 (Adult Special Students).
- 2.0 All curricular activities and academic programs of IV Imperial Valley shall maintain and reflect the traditions and standards of San Diego State University. All graduates from SDSU Imperial Valley shall be awarded San Diego State University degrees.
- 3.0 Curricular Procedures: Curricular proposals for new courses, new minors, new emphases, topics courses, and changes in courses, programs, and degrees offered at SDSU Imperial Valley shall be initiated either by the IVC or by academic departments or schools of the San Diego campus; however, in either case such initiations shall be approved both by SDSU Imperial Valley and by the relevant San Diego campus department or school and college before University review and approval.
 - 3.1. Furthermore, San Diego campus departments or schools and their colleges shall by committees and periodic reviews share with the SDSU Imperial Valley the responsibility for the quality of IVC programs and courses.
 - 3.2. With consultative approval of the relevant academic departments or schools and the Chairs of the Curriculum Committee and Graduate Council of the San Diego campus, SDSU Imperial Valley may make minor substitutions in approved programs to fit local needs and faculty availability.
 - 3.3. Requests to implement an undergraduate degree already offered at the San Diego campus shall be routed as follows: SDSU Imperial Valley faculty, SDSU Imperial Valley Dean, San Diego campus department or school, San Diego campus college **and dean housing the mirrored degree,**

~~academic deans, Committee on Academic Policy and Planning,
Committee on University Resources and Planning, Undergraduate
Curriculum Committee, Senate, the President (or designee).~~

Rationale:

Currently Imperial Valley is required to go through full Curriculum approval process to adopt a mirrored program already approved on the main campus, which slows down the process. Moreover, it does not align with our “We Are SDSU” strategic priority as a single university. Indeed, neither our accrediting agency (WSCUC) or the CSU Board of Trustees treats mirrored programs at IV as “new programming” and thus do not we are not required to obtain approval from those bodies (differing from Global Campus where both WSCUC and Board of Trustees approval is required before implementing mirrored degrees). Further, all university curriculum committees already include representatives from SDSU Imperial Valley.

To: SEC / Senate
Madhavi McCall, AVP for Curriculum, Assessment and Accreditation
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: February 1, 2023
Subject: ACTION: Community Engagement Course Designation and Updates to the Curriculum Guide for Service Learning (SL) and Community Engagement (CE) Courses.

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate approve a new course designation for Community Engagement (CE), differentiated from the existing Service Learning (SL) designation. Courses seeking CE designation will follow the new Minor Modification process (approved by the University Senate on November 1, 2022) and should meet the requirements described in the attached updated language to the Curriculum Guide.

Rationale:

The Academic Policy and Planning Committee (AP&P) received the following proposal from the Undergraduate Council to update the Curriculum Guide to address Service Learning (SL) and Community Engagement (CE) Course Designations and Approval of new SL/CE Courses. AVP Joanna Brooks presented the proposed changes on behalf of Matthew Savage, Director of the Office of Academic Engagement and the Public Good.

The proposed changes to the Curriculum Guide seek to renew SDSU's commitment to service learning, introduce a new Community Engagement (CE) course designation, and prepare us for redesignation as a Carnegie-classified Community Engaged University. These changes align with the Chancellor's Office California's Call to Service Initiative.

AP&P voted to endorse these changes on January 31, 2023. Since there is no existing course designation for Community Engagement, we seek approval from the Senate to add this as an option in Curriculog.

PROPOSED UPDATE TO CURRICULUM GUIDE

For review by

- Undergraduate Council (**passed 12-2-22**)
- [AP&P Cmte \(Senate\)](#)
- Associate Deans & Deans
- [SEC](#)
- Senate

WHY THIS CHANGE:

As part of the Chancellor's Office (CO) California's Call to Service Initiative, the CO identified an accountability goal to strengthen system-wide data collection infrastructure around community engaged and service learning courses (as defined by the Chancellor's Office Center for Community Engagement). The purpose is to improve data collection to better support faculty and understand student learning, faculty efforts, and community impact.

All campuses must implement two system-wide course attributes (SL, or Service Learning, and CE, or Community Engaged) in the course management system to effectively identify and track these types of courses. Campuses are also required to distinguish service learning, as a distinct pedagogy, from community-engaged learning, which can include a variety of community-based learning. This must be done using the Community Engaged Learning Tool (CELT) assessment process and should be managed by a central campus office. At SDSU, we have organized these efforts in the Office of Academic Community Engagement (ACE) within FASS.

The proposed changes will allow SDSU to fulfill these terms, to prepare for redesignation as a Carnegie-classified Community Engaged University, and advance faculty/student participation in community engaged curricular and co-curricular activities.

CURRENT EDITION:

SDSU Curriculum Guide (22-23), pages 9 - 10: <https://caa.sdsu.edu/curriculum/guide>

PROPOSED CHANGE TO CURRICULUM GUIDE:

SDSU Curriculum Policy for Service Learning (SL) and Community Engagement (CE) Course Designations and Approval of New SL/CE Courses

Service Learning and Community Engagement Overview

Service learning entails active student participation in intentional and collaborative service experiences that help promote long-term community development and civic engagement. Service Learning projects significantly relate to course content as well as enrich student education through the acquisition of professional skills in a practical (or applied) setting while also satisfying the needs of partner institutions. Through distinctive various pedagogical activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community. **Community engagement** describes collaboration between institutions of higher education and their larger communities (local,

regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

At SDSU, service learning (SL) and community engagement (CE) activities are supported by the Office of Academic Community Engagement (ACE), which is a part of Faculty Advancement and Student Success. ACE provides opportunities for civic engagement and leadership development at SDSU for students, faculty, staff, and community members by supporting high-impact pedagogical practices and active course-based learning in partnership with a range of community organizations. These practices often involve innovations in teaching and learning. All SL or CE courses must utilize the [CSU Community Engaged Learning Tool \(CELT\)](#) for approval of course designation. This ensures accurate reporting, fulfillment of syllabus requirements, and completion of mandatory risk management and partner agreements.

Service Learning (SL) and Community Engaged (CE) Course Designations

SL Course: An academic course that provides students opportunities to participate in organized service activities that align with community focus areas while linking the community service experiences to the course content. Service learning is a teaching method in which meaningful service is a critical component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among the instructor, students, and community, with a focus on both student learning and community impact. Given its distinct pedagogical approach, this makes service learning a very different experience than community service.

CE Course: An academic course that includes a community service experience characterized by reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good.

Process for Obtaining New SL or CE Course Designations

Faculty must complete a [CELT](#) for each SL or CE course. The SL or CE course attribute will be determined based on the faculty member's responses about their teaching and course community partnership practices. A course syllabus is needed to complete the CELT, and a copy of the syllabus should be provided to the Office of Academic Community Engagement (ACE). Completing the CELT will generate a report to the faculty member, copied to ACE with a determination of SL or CE designation.

The CELT should be completed at a minimum every three years, or when there is a significant course revision. Submission of a CELT will determine an attribute (SL or CE) but faculty members are encouraged to work with the ACE to discuss the course attribute process and their goals. The CELT assesses the implementation of six essential elements of community engaged learning:

1. **Reciprocal Partnership:** Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.

2. Student Community Involvement Benefits the Common Good: Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, and more.
3. Academically Relevant Community Involvement: Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.
4. Explicit Civic Learning Goals: Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.
5. Critical Reflection Facilitating Learning: Critical reflection activities and assignments integrate classroom and community learning.
6. Integrated Assessment of Student Learning: Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement.

SL or CE Course Designation Requirements

Designation as a SL or CE course requires that the following criteria be met, as demonstrated by the CELT process and an updated sample syllabus provided to the Office of Academic Community Engagement (ACE).

Syllabi for SL courses should include:

1. Justification that the SL component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the SL component of the course, and/or in the learning outcomes. Make sure to define and describe the definition of service learning.
2. Description of the mechanism(s) used to introduce the SL component to the students. This may be done through various methods including class discussions, guided readings, and experiential class periods. For SL courses, course materials must reflect distinct pedagogic activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community.
3. Description of the:
 - a. community partner(s) and location(s) where the SL assignment will be completed;
 - b. community partner needs and their relationship to the course learning outcomes;
 - c. expected professional skills and civic learning goals;
 - d. activities that will meet the service requirement;
 - e. length of time students will be required to serve (minimum of 15 hours during the semester, with 20 hours being optimal, regardless of the unit value of the course);
 - f. process for verification of service hours.

4. Description of the mechanisms and opportunities for ongoing student reflection on the integration of the SL component with course content (e.g., class discussions, journals, papers, presentations).
5. Weighted grading standards demonstrating that the service-learning component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).

Syllabi for CE courses should include:

1. Justification that the CE component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the CE component of the course, and/or in the learning outcomes. Make sure to define and describe the definition of community engagement.
2. Description of the:
 - a. community or communities engaged through this course, including geographic location, size, and demographics;
 - b. focus of engagement, i.e., historical or contemporary issues of consequence to this community (e.g., climate change, health disparities, language revitalization, economic development, etc.)
 - c. learning activities used to introduce the CE component to the students, e.g., readings, class discussions, experiential class periods, etc.
 - d. outcomes that may contribute to the mutual benefit of the University and the communities engaged: e.g., civic learning around issues important to the well-being of the community, advancing research, fostering networks and relationships, building pipelines for co-curricular student activity including internships or service; etc.
3. Description of the mechanisms and opportunities for student reflection on the integration of the CE component with course content (e.g., class discussions, journals, papers, presentations).

In accordance with the CELT course designation procedure, all SL and CE syllabi must be reviewed and approved by the Office of Academic Community Engagement (ACE) before referral to the AVPCAA for designation application via Curriculog.

To: SEC/Senate
From: Alyson Abel Mills, Chair, Faculty Affairs Committee (FAC)
RE: ACTION: Sabbatical
DATE: February 17, 2023

Please review the Difference-in-Pay and Sabbatical Leaves sections of the Senate Policy File. The FAC moves that the Senate adopt the following changes to the Senate policy file for a first reading.

Leaves, Difference-in-Pay

- 1.0 A difference-in-pay leave shall be for purposes beneficial to San Diego State University.
- 2.0 A tenured and probationary faculty employee, including temporary, shall be eligible for a difference-in-pay leave who has served full time for six years preceding the leave. A faculty unit employee shall be eligible for a subsequent difference-in-pay leave who has served full time for three years after the last sabbatical leave or difference-in-pay leave. The President may determine that previous service within The California State University shall be counted toward difference-in-pay eligibility.
 - 2.1. Up to one year of a professional leave of absence without pay may be counted as service for a difference-in-pay leave. The faculty employee's department or school shall certify that the activity engaged in during the leave without pay was of sufficient worth and relevance to one's service as a faculty member. Upon certification, the unit may request that the leave count as service. This request shall be granted upon endorsement by the college dean and approval by the Provost
 - 2.2. An eligible faculty employee may apply for a leave by submitting **an application proposal** to the department chair or school director. The application shall include a statement of the purpose of the difference- in-pay leave, a description of the proposed project and the CSU resources necessary to carry it out, **and a statement of the period requested for the leave and the dates of any previous difference-in-pay or sabbatical leave.**
 - 2.3. A difference-in-pay leave may be approved for one or more semesters or months as appropriate to the appointment.
 - 2.4. The salary for a difference-in-pay leave faculty employee shall be the difference between the employee's salary and the salary at the rank of Instructor, Step 1. The salary for a difference-in- pay leave for a librarian employee shall be the difference between the employee's salary and the minimum salary of the lowest comparable time-base Librarian rank.
- 3.0 Department or school committees composed of tenured faculty members elected by the probationary and tenured faculty shall review difference-in-pay leave **requests applications**. The committees shall consider questions related to the quality of the proposed difference-in-pay leave **application and time since last difference-in-pay leave or sabbatical leave**. The department or school committee shall "not recommend" for difference-in-pay leave to an applicant whose **proposal application** is judged not worthy. If so, the applicant shall be allowed to alter the

~~proposal~~ **application** to meet the unit's criteria. Department or school recommendations shall be forwarded to the dean of the college. The unit shall provide a statement to the dean of the college regarding the possible effect on the curriculum and the operation of the unit if the faculty employee is granted a difference-in-pay leave.

- 4.0 The college committee shall recommend regarding applications, taking into account department or school recommendations. The committee may also “not recommend” applicants for difference-in-pay leaves if it judges the **application** ~~proposal~~ not worthy. These applicants may appeal this decision and may revise their ~~proposals~~ **applications** for final submission to the committee. The committee shall forward the recommendations to the dean of the college.
- 5.0 The dean shall recommend, taking into account the quality of the ~~proposal~~ **application** and the college committee's recommendations. The dean may also “not recommend” an applicant for difference-in-pay leave if the **application** ~~proposal~~ is not deemed worthy. Such applicants shall be informed in writing of the reasons for non- recommendation. The dean of the college shall consider department or school recommendations, the college's program needs, and college's budget implications. The dean shall forward the recommendations to the Provost.
- 6.0 The Provost shall consider the recommendations by the department or school committee and by the college and dean of the college, campus program needs, and campus budget implications. The Provost shall respond in writing to the applicant, including the reasons for approval or denial. A copy of this response shall be provided to the affected unit. If a difference-in-pay leave is granted, the response shall include the conditions of such a leave.
- 7.0 Final approval of a difference-in-pay leave shall not be granted until the applicant has filed with the President a suitable bond, an accepted statement of assets, or a promissory note that is at least equal to the amount of salary paid during the leave. The suitable bond, accepted statement of assets, or promissory note shall indemnify the State of California against loss if the employee fails to render the required service at San Diego State University following return from the difference-in-pay leave.
- 8.0 The Office of Faculty Advancement and Student Success shall specify any deadlines relating to the leave procedures and shall specify the requirements of written reports of faculty employees accepting difference-in-pay leaves.
- 9.0 **Privileges and Responsibilities**
 - 9.1. Having completed a leave, the faculty employee shall submit a written report to the Provost, dean, and department chair or school director before the following October 15. Each college shall maintain a file of accepted **applications** ~~proposals~~ and written reports from persons granted difference-in-pay leaves. A faculty employee on difference-in-pay leave shall be considered in work status and shall receive the same health, dental, and appropriate fringe benefits otherwise provided by The California State University.
 - 9.2. A faculty employee on difference-in-pay leave shall be entitled to accrue sick leave, vacation, and service credit toward merit salary adjustment eligibility, eligibility toward promotion, if applicable, and seniority credit.
 - 9.3. A faculty employee on difference-in-pay leave shall not accept additional or outside

employment without prior approval of the President.

- 9.4. A faculty employee shall render services to San Diego State University upon return from a difference-in-pay leave at the rate of one term of service for each term of leave.

Leaves of Absence with Pay

Pursuant to the Collective Bargaining Agreement (CBA), a faculty employee may request a leave of absence with pay for bereavement, jury duty, voting, serving as a court-subpoenaed witness, fulfilling military requirements, maternity/paternity or a personal emergency.

Leaves, Sabbatical

- 1.0 A sabbatical leave shall be for purposes beneficial to San Diego State University.
- 2.0 A tenured and probationary faculty employee shall be eligible for sabbatical leave who has served full time for six years in the preceding seven years and at least six years after a previous sabbatical leave or difference-in-pay leave. Credit granted toward the completion of the probationary period for service elsewhere shall also apply toward fulfilling the eligibility requirements for a sabbatical. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.
 - 2.1. Up to one year of a professional leave of absence without pay may be counted as service for sabbatical leave. The faculty employee's department or school shall certify that the activity engaged in during the leave without pay was of sufficient worth and relevance to one's service as a faculty member. Upon certification, the unit may request that the leave count as service. The request shall be granted upon endorsement by the college dean and approval by the Provost. Leaves counted as service toward either tenure or a salary increment shall automatically count as service for a sabbatical leave.
 - 2.2. An eligible faculty member may apply for a sabbatical leave by submitting **an application proposal** to the department chair or school director. **It is suggested that applicants discuss their applications with their department chair or school director before submission.**
 - 2.3. The application shall include a statement of the purpose of the sabbatical, a description of the proposed project and the CSU resources necessary to carry it out, ~~and~~ a statement of the time requested, which shall not exceed one year, **time since last difference-in-pay leave or sabbatical leave.**
 - 2.4. Sabbatical leaves for a faculty member or an academic year counselor may be for one semester at full salary or two semesters at one-half of full salary.
 - 2.5. Sabbatical leaves for a librarian or 12-month counselor shall be for four months at full salary or eight months at one-half of full salary.
 - 2.6. A sabbatical of two semesters may be implemented within two consecutive years, subject to the recommendation of the department or school and dean and approval of the Provost.
 - 2.7. Those whose projects and applications for leaves of one semester at full salary are approved but

whose ranking is not high enough to make it probable that they will receive such a leave may request that their applications be changed to a difference-in-pay leave.

- 3.0 Department or school committees composed of tenured faculty members elected by the probationary and tenured faculty shall review sabbatical applications. ~~Each college may allow department or school committees of tenured faculty to~~ The committee shall recommend and rank the applications submitted by probationary and tenured faculty. A faculty unit employee applying for a sabbatical shall not serve on these committees. The committees shall consider questions related to the quality of the proposed sabbatical application and time since last difference-in-pay leave or sabbatical leave.
- 3.1. If a department or school review committee makes a recommendation, the unit's chair or director may make an independent recommendation.
 - 3.2. The department or school committee shall "not recommend" for sabbatical leave an applicant whose proposal application it judges not worthy on the basis of academic merit. If so, the applicant shall be allowed to alter the proposal application to meet the unit's criteria. Proposals Applications specifically to advance an eligible faculty employee's candidacy for a degree shall not be acceptable.
 - 3.3. All applications and department or school rankings for sabbatical leaves shall be forwarded by the unit's chair or director to the dean.
 - 3.4. The department or school shall provide a statement to the dean of the college regarding the possible effect on the curriculum and the operation of the department or school if the applicant is granted a sabbatical.
- 1.0 The probationary and tenured faculty members of each college shall elect a college committee of tenured faculty by methods determined by the college faculty. The committee shall recommend and rank according to quality the applications from the college, taking into consideration department or school recommendations. Both considerations of academic merit and time since last difference-in-pay leave or sabbatical leave shall determine the ranking. The college committees may also "not recommend" applicants for sabbatical leaves if they judge the proposals applications not worthy. The department or school shall provide a statement to the dean of the college regarding the possible effect on the curriculum and the operation of the department or school if the applicant is granted a sabbatical. The college committee shall forward the recommendations and rankings to the dean of the college.
- 2.0 The dean shall rank the applications from the college, taking into consideration account the academic merit of the application, the quality of the proposed sabbatical project, time since last difference-in-pay leave or sabbatical leave, the college committee's recommendations, and the college's program needs. The dean also may "not recommend" an applicant for sabbatical leave if the application proposal is not deemed worthy based on academic merit. These applicants shall be informed in writing of the reasons for non-recommendation. The dean of the college shall forward the recommendations and rankings and non-recommendations to the Provost.
- 3.0 The Provost shall consider the recommendations from the college and the dean and shall approve or deny each request. The Provost shall respond in writing to each applicant, including the reasons for approval or denial, indicating for all denials whether the determination to award the sabbatical was based primarily on academic merit or on time since last difference-in-pay leave or sabbatical leave. If a sabbatical leave is

granted, the response shall include any conditions of the leave. A copy of the response shall be provided to the affected department or school and to the college committee.

- 4.0 Final approval of a sabbatical leave shall not be granted until the applicant has filed with the President a suitable bond, an accepted statement of assets, or a promissory note for an amount at least equal to the salary paid during the leave. The suitable bond, accepted statement of assets, or promissory note shall indemnify the State of California against loss in the event the employee fails to render the required service to San Diego State University following return of the employee from the sabbatical leave.
- 5.0 The Office of Faculty Advancement and Student Success shall specify the requirements of written reports of faculty members accepting sabbatical leaves, determine the number of one semester at full salary sabbaticals required each year to comply with the Collective Bargaining Agreement (CBA), and establish and publish yearly deadlines.
 - 5.1. If anyone granted a leave withdraws the request before actually taking the leave, the additional leaves available shall be granted in continuing rank order from the priority list within the college.
 - 5.2. A sabbatical of two semesters may be implemented within two consecutive years, subject to the recommendation of the department or school and dean and the approval of the Provost.

Rationale: Recent discussion of sabbatical applications and practices (Referral 22/23_05 and Referral #50) have identified inconsistencies and requests for additional information and clarification. This update of the Policy File provides consistency in terminology and practice across difference-in-pay and sabbatical leave review and recommendation. Additionally, language has been added that time since last difference-in-pay and sabbatical leave should be included both on the sabbatical application and considered during the recommendation and ranking of applications across all levels of review.

MEMO

This was created, in part, to request from the Senate Officers.

Staff Affairs Committee fully endorses this amendment to policy file at our Feb 13, 2023 meeting.

Policy File amendment

Addition of Staff Union Representation to the Senate

Current Language:

Senate Bylaws (Membership 1.3)

1.3. Ex officio members of the Senate. The following shall be ex officio members of the Senate:

1.3.2. Non-Voting

1.3.2.6. President of the university's chapter of the faculty unit's collective bargaining agent.

Change to

1.3.2.6. President or designee of every university unit's collective bargaining agent.

RATIONALE:

Of the [ten bargaining units across the CSU](#), seven [across SDSU](#) represent students, staff, and faculty:

- Unit 1: Union of American Physicians and Dentists (UAPD)
- Unit 2, 5, 7, 9: California State University Employees Union (CSUEU)
- Unit 3: California Faculty Association (CFA)
- Unit 4: Academic Professionals of California (APC)
- Unit 6: Teamsters Local 2010
- Unit 8: Statewide University Police Association (SUPA)
- Unit 11: Academic Student Employees (UAW)

Of the stateside employees on campus, only a portion are represented by CFA while many more are represented by other bargaining units. In the spirit of shared governance and transparency, the president or designee of **every** bargaining unit must be apprised of Senate activities as it pertains to their constituents and should have the opportunity to participate.

From: Graduate Council
To: Senate Executive Committee/Academic Senate
Date: December 8, 2022
Subject: ACTION: Update Policy File Language for Graduate Courses

On November 3, 2022 the Senate Executive Committee charged the Graduate Council with [Update Policy File Language for Grad Students \(Referral 22/23_06\)](#).

The Graduate Council moves to update the [Senate Policy File](#) with the following change to p. 34-35.

Courses: Hours and Preparation

1. An **undergraduate** course shall meet for the required number of hours and shall offer an opportunity to prepare, to study, and to cogitate for the required hours, as stated in the General Catalog.
2. A unit credit hour shall represent 50 minutes of lecture or recitation combined with two hours of preparation per week throughout one semester of 15 weeks. Two credit hours of activity (e.g., in Exercise and Nutritional Sciences) or three credit hours of laboratory (e.g., in Physics) shall be considered equivalent to one credit hour of lecture.
3. A course offered in a term of less than 15 weeks shall contain the same contact hours, preparation time, content, and requirements as the same course offered over a 15-week semester.
4. The approval of the department, school, or program and of the college dean shall be required to schedule all short-term or weekend courses.
5. One-unit courses scheduled on consecutive days shall not be scheduled for less than four consecutive calendar days.

Rationale:

Graduate Council believes that the referenced policies do not need to differentiate between courses, at any level.

Graduate Council also observes that the [University Catalog > Course Information > Credit Hour or Unit](#) section was updated in 2020 to reflect the United States Department of Education, WASC, and CSU definitions of credit hour or unit. There is no distinction between graduate and undergraduate courses in the Catalog. This change updates the Policy File to mirror current Catalog definitions.

To: SEC / Senate

From: Nola Butler Byrd, Chair, Tenure-Track Planning Committee (TTPC)

Date: January 18, 2022

Re: Action Item

Subject: Review, update and contextualize Tenure-Track Planning policy and processes

The TTPC moves that the Senate adopt the following changes to Senate policy file:
Tenure-Track Planning.

Tenure-Track Planning

History of Tenure

When colleges and universities were initially established, they were designed for the elite, specifically elite Euroamerica males (Wilder, 2013), and faculty were from that same privileged group. All faculty were hired as contingent faculty through the early twentieth century. During the 1920-40s, and as middle-class men had access to higher education and as labor movements grew more and more successful across the country, tenure was established in order to recruit and retain faculty. It was initially established as a right, with faculty achieving it after being employed for a certain length of time. This changed after the civil rights movement, which opened more access to diverse people and women in colleges and universities. In the 1970s tenure shifted to being a privilege that was conferred upon specific individuals and complex structures were established that served to maintain the status quo of white male privilege. Currently, the numbers of tenured and tenure-track faculty are dwindling across the country, in part because of these privileges, the changing demographics of the country, and shifting access and equity issues. Higher education continues to become more elite, even though the majority of courses on campus are being taught by contingent full- and part-time lecturers and teaching assistants. The American Association of University Professors (AAUP) affirms the importance of tenure in its [1940 Statement of Principles on Academic Freedom and Tenure](#), and affirms the need to increase tenure-stream hiring while also improving conditions for contingent faculty ([The Annual Report on the Economic Status of the Profession, 2020-21](#)).

1.0 The university shall adopt a specific planning goal to establish the proportion of probationary and tenured faculty to 87.5 percent of the total of the university's full-time equivalent faculty (FTEF) and no more than 25 percent of the total instruction within any department, should be provided by faculty with non-tenure-track appointments. ~~positions dedicated to probationary and tenured faculty and lecturers~~. Each college shall formally

examine its philosophy, mission, pedagogies, and diversity plans in relation to this proportion.

2.0 To meet this goal the university shall need to (a) refill the tenure-track positions that become vacant through retirements, resignations, terminations, and deaths, and (b) strive to maintain the ~~75 to 25~~ percent proportion articulated above in 1.0.

2.1 With the growth of contingent faculty nationally, which disproportionately and adversely impacts faculty of color and female-identified faculty, the university has an ethical responsibility to create pathways for contingent faculty positions to convert into tenure-track positions whenever possible. There are multiple possible pathways, including prioritizing contingent faculty candidates in tenure-track searches, converting contingent faculty to tenure-track lines, and ensuring that the university does not exceed the recommended total percentage of contingent faculty appointments in any department.

2.2 As an additional equity measure, the university should pursue longer contracts for contingent faculty whenever possible and as allowed by the collective bargaining agreement. Barriers to contract renewal should be eliminated, and the renewal process should be fair, equitable, and transparent for all contingent faculty.

3.0 This tenure-track renewal initiative shall become the university's highest fiscal priority.

4.0 The allocation of tenure-track positions shall be tied to programmatic planning by departments, schools, programs, and colleges, aligned with BIE criteria. DEI must be a factor of consideration.

5.0 After appropriate consultation with the Tenure-Track Planning Committee, the Provost shall determine and communicate to the university a policy concerning the allocation of new and vacated tenure-track positions in a timely manner that will align with the competitive nature of tenure-track searches across the country.

Reference:

Wilder, C.S. (2013). *Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities*. New York: Bloomsbury Press.

To: SEC/Senate

From: Vadim Ponomarenko, Senator representing the College of Sciences

Subject: Action Item: Amendment to the Tenure-Track Planning Policy

Date: Monday, February 13, 2023

I move that the Senate adopt the below change to the Senate policy file: Tenure-Track Planning.

Proposed Change:

3.0 This tenure-track renewal initiative shall become the university's highest fiscal priority. The university shall not create any new M80-classification (Management Personnel Plan) positions when in the most recently completed fiscal year, the percent proportion (as articulated above in 1.0) has neither met the planning goal nor has improved as compared to the previous fiscal year.

Rationale:

The San Diego State University Senate, in its Tenure-Track Planning Policy, has expressed its will that increasing the proportion of probationary and tenured faculty to 75% of the total of the university's full-time equivalent faculty is of "highest fiscal priority". In its meeting on February 9, 2023, it reaffirmed this, and increased the goal from 75% to 85%.

The purpose of this amendment is to help the university honor its commitment to shared governance, as expressed in this Tenure-Track Planning Policy. It is not meant to criticize or impugn any of the hard-working and effective MPP personnel employed by the university. Neither is it meant to reduce the growth in MPP personnel, rather to reprioritize such hiring as secondary to the "highest fiscal priority", in order to better align university practice with the will of its Senate.

Recent FTEF Percent Proportion at SDSU

	Fall 2020	Spring 2021	2020-2021	Fall 2021	Spring 2022	2021-2022
T/TT FTEF:	823.27	811.02	1634.29	828.35	815.27	1643.62
Total FTEF:	1416.72	1375.57	2792.29	1504.55	1451.39	2955.94
Percent:	58.11%	58.96%	58.53%	55.06%	56.17%	55.60%

Source: <https://asir.sdsu.edu/faculty-data/faculty-by-ftef-2020/>

Memorandum

February 6, 2023

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item–Undergraduate Council

The Undergraduate Council met Friday, February 3, with the following members in attendance: Kim, Brooks, Lauer, Donyanavard, Lopez, Timm, Preciado, Pruitt-Lord, Molina, Hyman.

The committee received reports from [Assistant Deans Michelle Lopez](#), [Christine Molina](#) and Jose Preciado highlighting ongoing undergraduate student success efforts. The committee also received a written [update](#) from Sarah Richards Axford, director of the campus Math Equity Initiative. The initiative has recently received a \$100,000 Chancellor’s Office grant to allow it to continue next year.

Senior Assistant Dean Michelle Lopez presented on changing the currently used terms “Academic Probation” and “Academic Disqualification” to Academic Notice, following emerging best practices. The Council made no vote, but instead requested additional clarification on impacts to processes at SDSU.

AVP Stefan Hyman presented “[15 to Finish](#)” on the importance of encouraging undergraduates to take a full course load to support academic success and timely graduation. The Council encouraged AVP Hyman to share this presentation with AP&P, Academic Deans Council, and Assistant Deans Council.

Senior Assistant Dean Michelle Lopez brought forward from the Assistant Deans Council a proposed [update to the Policy File for the Assistant Dean role](#). Update was approved (Kim, Pruitt-Lord; 8-0-1). UGC will refer this to AP&P for next steps.

TO: SEC/University Senate
FROM: Adrienne D. Vargas, Vice President, University Relations and Development
DATE: February 21, 2023
RE: Information

Philanthropy Report:

The following is a list of recent notable gifts, bequests, pledges and pledge payments at the \$25,000+:

Ted and Paula Adams have made a pledge payment of \$24,870 to the Ted and Paula Adams Comics Fund in the University Library.

Alta Company LLC has made a pledge payment of \$100,000 to the Alta and Franklin Grant Family Mission Valley River Park Fund in the Division of Business and Financial Affairs.

Alumnus Kieran Betts and Katrina Betts have made gifts totaling \$25,000 to the Director's Cabinet - Basketball Donations and the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Edward Blessing and Kalita Blessing have recommended a grant totaling \$25,000 from the Blessing Family Foundation at Raymond James Charitable to the Blessing Women's Veterans Leadership Endowment in the Division of Student Affairs and Campus Diversity.

TCF Board Member and Alumnus Ed Brown and Kathy Brown have made a pledge payment of \$45,625 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Julia R. Brown has committed to a pledge of \$150,000 to the Performing Arts District in the College of Professional Studies and Fine Arts.

Alumnus Thomas Brown and Tamra Brown have made a gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

The Burnham Foundation has made a pledge payment of \$50,000 to the Harold K. Brown Knowledge Education and Empowerment Program in the Division of Student Affairs and Campus Diversity.

Alumna Dorothy Cable has committed to a bequest expectancy of \$1,328,451 to the Ruth Anna, Louis F., and Dorothy Cable Endowed Scholarship in the College of Professional Studies and Fine Arts.

Thelma and Andrew Chavez have committed to a bequest expectancy of \$25,000 to the Latina Network Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

California Coast Credit Union has made a pledge payment of \$500,000 to the Cal Coast Credit Union Student Financial Center in the Division of Student Affairs and Campus Diversity.

TCF Board Member and Alumnus Jason Campbell and Carlota Campbell have made pledge payments totaling \$100,000 to the Stadium Excellence Fund and gifts totaling \$70,000 to the Premier Director's Cabinet and Coach Fisher Basketball Endowment in the Department of Intercollegiate Athletics.

TCF Board Member and Alumna Nikki Clay and Alumnus Ben Clay have made gifts and pledge

payments totaling \$76,200 to the Clay Family Fowler Scholars Endowed Scholarship in the Fowler College of Business, the SDSU Oaxaca Center for Mesoamerican Studies in the Division of Student Affairs and Campus Diversity, and the James Silberrad Brown Foundation Aztecs Going Pro Fund, SDSU Athletics Women's Fund and Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Del Mar Healthcare Inc. has made a gift of \$25,000 to the Del Mar Healthcare, Inc. Fund for CEAL in the College of Health and Human Services.

Alice Diamond has made a gift of \$47,500 to the Alice and Doug Diamond Education Opportunity Programs (EOP) Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

TCF Board Member and Alumna Julie Dillon and Jim Roberts have committed to a \$50,000 pledge and made a pledge payment of \$10,000 to the SDSU Athletics Women's Fund in the Department of Intercollegiate Athletics.

The Stephen and Lynne Doyle Family Foundation has made a pledge payment of \$100,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumni Skip and Karen Farber have recommended a grant totaling \$50,000 from the SKIKAR Charitable Fund at the American Gift Fund to the SKIKAR Guardian Scholars Fund in the Division of Student Affairs and Campus Diversity.

The Capdevilla Gillespie Foundation has made a pledge payment of \$165,034 to the Wendy Gillespie Center for Advancing Global Business Endowment in the Fowler College of Business.

Alumnus Colin S. Gillies and Dr. J. Denise Wells have committed to a pledge of \$50,000 to the Gillies and Wells Fund for Undergraduate Excellence in Geography in the College of Arts and Letters.

Alumna Melissa A. Gonzalez has committed to a bequest expectancy of \$25,000 to the Latina Network Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Alumnus Randall Scott Gorman has committed to a bequest expectancy of \$50,000 to the Real Estate General Fund in the Fowler College of Business and has made a gift of \$5,000 to the San Diego State University Annual Fund for Excellence.

The Estate of Walter C. Gutjahr, Jr. has made a bequest payment of \$102,475 to the Walter Gutjahr Football Scholarship Endowment in the Department of Intercollegiate Athletics.

Bill and Alice Habeger have made a gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Steven D. Hamilton has made a pledge payment of \$48,518 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Harper Construction Company has made a pledge payment and outright gifts totaling \$95,000 to the AGC Construction Management Endowed Chair in the College of Engineering.

Alumnus David W. Heiser and Edna B. Heiser have committed to a bequest expectancy of \$750,000 and a pledge of \$4,000 to the David W. and Edna B. Heiser Family Endowed Scholarship in the Division of Student Affairs and Campus Diversity, and have committed to a bequest expectancy of \$250,000 and a pledge of \$4,000 to the David W. and Edna B. Heiser Family Endowed Scholarship in Communication in the College of Professional Studies and Fine Arts.

Alumna Michanne Hocter, Ed.D. has committed to a bequest expectancy of \$50,000 to the Residential Housing Endowment in the Division of Student Affairs and Campus Diversity and has made a pledge payment of \$2,100 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Mike and Linda Ibe have made a pledge payment of \$25,000 to the Equipment Room Attendant Salary Fund in the Department of Intercollegiate Athletics.

JMIS College, LLC has made a gift of \$50,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumni Patsy and Gerry Kirk have committed to a pledge of \$25,000 and made a pledge payment of \$1,000 to the Gerald D. Kirk and Patricia Boyce Kirk Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

The Land of the Free Foundation has made a grant of \$30,000 to the Veterans Academic Advisory Fund in the Division of Student Affairs and Campus Diversity.

Alumni Tom Lang, Jr. and Linda Lang have committed to a pledge of \$80,000 to the Aztec Cooperative Coordinator Fund in the Division of Research and Innovation.

Alumnus Richard Lizon has committed to a bequest expectancy of \$1,200,000 and made gifts totaling \$30,000 to the Lizon Family Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Evan Malter has made a gift of \$26,400 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Gilbert J. Martin Foundation has made a grant of \$50,000 to the Athletics General Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus John Martin and Katherine Fitzhugh have made gifts totaling \$31,112 to the John Martin Collection in the University Library, John J. and Katherine F. Martin MFA Musical Theatre Scholarship, Inewsourc Investigative Reporting Fund, Performing Arts District, Musical Theatre Production Fund, Arthur & Mildred Wimer Scholarship and Journalism & Media Studies Learning Support Endowment in the College of Professional Studies and Fine Arts, and Friends of History in the College of Arts and Letters.

Alumnus Dr. Jack McGrory has recommended a grant totaling \$50,000 from the McGrory Family Fund at the Jewish Community Foundation to the Dr. Jack McGrory School of Public Affairs Excellence Endowment in the College of Professional Studies and Fine Arts.

Faculty Emeritus Thomas L. McKenzie, Ph.D. has made a gift of \$34,316 to the SPARK Equity Fund in the College of Health and Human Services.

Alumnus Mark McMillin and C'Ann McMillin have made gifts totaling \$50,000 to the Premier Director's Cabinet and pledge payments totaling \$20,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

J. Gordon Melton, Ph.D. has provided a gift-in-kind valued at \$51,274 to the Love Library Special Collections in the University Library.

Alumna Susan Louise Mojica has committed to a bequest expectancy of \$36,917 to the College of Health

and Human Services Dean's Excellence Fund in the College of Health and Human Services.

TCF Board Member and Alumnus Alex Mora has committed to a \$50,000 pledge and made a \$50,000 pledge payment to the Alex Mora Advanced Manufacturing Endowment in the College of Engineering.

Andrew Mundt and Donna Huchel have recommended grants totaling \$145,000 from the Peacemakers Fund at the San Diego Foundation to the William R. Mundt Memorial Fellowship for International Internships in Peace and Security, Mundt Internship Class Fund, International Human Rights Initiative Website Fundraising Fund, Center for Human Rights Internship Fund, and the William R. Mundt Scholarship for International Internships in Peace and Security in the College of Arts and Letters.

Dr. Stacy Ochoa and Greg Mikrut have committed to a bequest expectancy of \$25,000 to the Latina Network Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Norm Pressley's Truck Center has made a pledge payment of \$25,000 to the Equipment Room Attendant Salary Fund in the Department of Intercollegiate Athletics.

Qualcomm Incorporated has made gifts totaling \$35,000 to the National Society of Black Engineers, Society of Hispanic Professional Engineers, and MESA Engineering Fund in the College of Engineering.

Alumna Karla Ivonne Ramirez has committed to a bequest expectancy of \$25,000 to the Latina Network Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Faculty Emeritus James F. Sallis, Jr., Ph.D. has made a gift of \$34,316 to the SPARK Equity Fund in the College of Health and Human Services.

The Estate of Alumna Susan G. Sands has made a bequest payment of \$414,775 to the John D. Chamley Memorial Scholarship in the College of Education.

San Diego Gas & Electric has recommended grants totaling \$40,000 from the SDG&E Community Investment Fund at the San Diego Foundation to the Ellen Ochoa Endowment for the Femineer Program, Zahn Innovation Platform Launchpad - Women in STEM Entrepreneurship Initiative, Society of Hispanic Professional Engineers, National Society of Black Engineers, and MESA Engineering Program in the College of Engineering, Women in Business in the Fowler College of Business, and Advancement of Chicanos/Hispanics and Native Americans in Science in the College of Sciences.

J. W. Sefton Foundation has made a grant of \$150,000 to the San Diego River Sewage Monitoring Project in the College of Arts and Letters.

TCF Board Member Peter J. Shaw has made gifts totaling \$37,500 to the Director's Cabinet - Basketball Donations and Women's Basketball Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumnus Christopher (Kit) Sickels and Alumna Karen Sickels have made a pledge payment of \$40,273 to the Christopher (Kit) D. and Karen M. Sickels Fund at San Diego State University and have made a gift of \$10,000 to the Sally Roush Scholarship for Guardian Scholars Endowment in the Division of Student Affairs and Campus Diversity.

Alumnus Dennis Szeto and Elaine Szeto have made pledge payments totaling \$100,000 to the Dennis and Elaine G. Szeto Endowed Professorship in Finance in the Fowler College of Business.

Alumni Ciaran and Shannon Thornton have made a gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

TCF Board Member and SDSU President Adela de la Torre, Ph.D. and Stephen Bartlett have committed to a pledge of \$125,000 and made a pledge payment of \$25,000 to the Adela de la Torre and Stephen Bartlett Oaxaca Center for Mesoamerican Studies Endowment in the Division of Research and Innovation.

Faculty Emeritus C. Anne Turhollow has committed to a bequest expectancy of \$100,000 to the Friends of Library Book Endowment, committed to a pledge of \$25,000 and made a pledge payment of \$5,000 to the Library and Information Access Professional Development and Research Fund in the University Library, and has committed to a pledge of \$4,000 and made a pledge payment of \$2,000 to the Performing Arts Programming General Fund in the College of Professional Studies and Fine Arts.

Universal Orlando Resort has committed to pledges totaling \$100,000 to the Universal Orlando Resort Fund for the L. Robert Payne School of Hospitality & Tourism Management in the College of Professional Studies and Fine Arts.

USS Midway Museum has made a pledge payment of \$450,000 to the USS Midway Chair in Modern US Military History in the College of Arts and Letters.

Dr. Richard Woodcock has made gifts totaling \$200,000 to the Student Rocket and Design Fund and the Aztec Electric Racing Fund in the College of Engineering.

Alumnus Robert F. Zwierlein has committed to a bequest expectancy of \$44,595 to the San Diego State University Annual Fund for Excellence and the College of Arts and Letters.

We would also like to share the names of the following generous donors who have made gifts and pledge payments to support important purposes throughout the university at the \$10,000+ level. These include: David Altomare, AMETEK Programmable Power, Association of Medical Diagnostics Manufacturers, Robert Awalt, Balfour Beatty Construction, Alumnus Gary Beardsley, Alumni Keith Behner and Catherine Stiefel, Chris and Michelle Bellomo, Alumnus Victor Bianchini and Marie Bianchini, Alumnus William Brack and Karen Brack, Lucien Carroll, TCF Board Member and Alumna Mary Curran, Douglas Diamond, Lance and Erin Dueker, Alumna Dorothy Emerson and Randy Ellspermann, Dr. Salvador Espinosa and Stefani Espinosa, Diane and Elliot Feuerstein, Alumni Scott and Sarita Flaming, Alumni Michael D. Gay and Karen M. Wahler, Alumnus James Givens and Lisa Givens, Alumnus Conrad Gorospe, Alumna Debra Greenfield, Alumnus David B. Hamilton, Richard and Jane Haskell, Alumna Georganne Hocter and Michael B. Hocter, Matthew Hopkins, Intellimed International Corp., William and Katherine Jeffery, Alumnus Richard Lee Jenkins, Stephen and Faith Jennings, Faculty Emeritus Alma L. Koch and Michael Pollak, Alumni Scott and Janette Lampe, Alumna Dr. Mary Lawlor, Masimo Corporation, John C. Martin and Dr. Patricia J. Geist-Martin, Alumnus Stuart Naliboff, Alumnus Dr. Terry O'Donnell, Palomar Specialty Insurance, Pillsbury Winthrop Shaw Pittman, Glenn Rossman, Jason Shidler, Alumnus Stanley Sewitch, Jr., Alumnus Paul Stuverud, Alumnus Jack Sword and Laura Sword, William G. Tong, Ph.D., Wachtell Lipton Rosen & Katz, and Adeline Williams.

Presidential & Special Events:

The annual President's Lecture Series was hosted on Thursday, Feb. 2, featuring distinguished alumnus, Carl Weathers. Nearly 800 guests attended the "From SDSU to the NFL to Hollywood" lecture which was comprised of faculty, staff, students and community members. The lecture provided a unique opportunity to learn more about Carl Weathers' illustrious career which evolved from being a student-athlete at San Diego State to becoming a professional football player and acclaimed actor, director, and producer. The President's Lecture Series was created to serve as a dynamic forum to enhance the intellectual life of the university and the greater San Diego community. This forum brings together distinguished innovators, entrepreneurs and civic leaders with our students, faculty, staff and the

community. Speakers are invited to share their professional insights and life experiences at a public, on-campus lecture in order to bring about a meaningful dialogue that promotes knowledge, social interaction and critical thinking. Following the lecture, a private reception was held for donors connected to the arts. Plans are underway for Mr. Weathers to return to campus to further engage with students and faculty members associated with the performing arts as well as the men's football team.

President de la Torre, Vice President Vargas and other URAD division leadership hosted donors and prospects at several home basketball games, including January 14 (vs. New Mexico), January 25 (vs. Utah State), January 28 (San Jose State), February 3 (Boise State) and February 11 (vs. UNLV). Guests were hosted in the President's Section and Mezzanine Suite. A pre-game reception was held prior to the February 3 basketball game and approximately 130 guests attended the event, including members of The Campanile Foundation board and donors/prospects to the College of Arts & Letters, College of Engineering, College of Health & Human Services, College of Professional Studies & Fine Arts, Fowler College of Business and Planned Giving donors. Remarks were provided by Vice President Vargas, Steve Fisher and student-athlete April Ranches.

On January 24, the Senate Executive Committee approved the Performing Arts District proposed naming of the Julie R. Brown Family Performing Arts Green Room as well as the Athletics Development Suite within the Fowler Athletics Center to be named the Jeffrey W. Glazer Development Suite.

Additionally, on January 31, President de la Torre and Vice President Vargas hosted one stewardship dinner at the University House for donors who support various funds in FCB, CAL, and Athletics. The purpose of the dinner is to recognize these donors for their support of San Diego State and to further steward them for future giving.

On February 7, CSU Student Trustee Maria Linares visited campus and conducted meetings with Title IX, Educational Opportunity Programs, Outreach and Success and the Senate Executive Committee. She had lunch with the Council of Vice Presidents and toured the Conrad Prebys Aztec Student Union/Food Pantry, ARC and the various Community Centers.

Donor Relations:

The Donor Relations team continues to create a stewardship foundation through strategic donor stewardship tactics that express appreciation, impact, and recognition. Recent stewardship activities include:

- Sent over 1,300 thank-you notes in appreciation for gifts made throughout campus in support of colleges, departments, and athletics
- Welcomed 300 first-time SDSU donors
- Recognized 24 new and/or upgraded Tower Society members with lifetime giving of \$50K+

New Scholarship Stewardship/Development:

- Created a new scholarship brochure to share with prospects and/donors interested in learning more about how to create an SDSU student scholarship.
- The brochure will be available in both print (.pdf attached) and digital formats ([link](#))